

Standard V: Interschool Communication

Secondary Coordination:

Level 3: *Secondary counselors have a formal, calendared, twice yearly meeting with cone (feeder system).*

- Describe and document calendared feeder system meetings (e.g., dates of meetings, minutes and agendas-see next indicator) held twice yearly.

Level 4: *Secondary counselors have a formal, calendared quarterly meeting with cone (feeder system) that is planned.*

- Describe and document calendared feeder system meetings (e.g., dates of meetings, minutes and agendas-see next indicator) held four times yearly.

Example:

We have very good articulation with the high school and our partner middle school. This articulation has been achieved by calendaring quarterly meetings where we discuss our programs and ways we can provide continuity in all three programs. Additional frequent communication occurs via telephone, Internet and memo. An additional component has been implemented with the development of the AP Vertical Team project provided by the district. Ninth grade students attend a registration assembly at the high school. Prior to this, the high school students come to our school and present an assembly encouraging students to get involved in the variety of activities available in high school.

Dates of meetings: Sept 8, 2002 Nov 17, 2002 Jan 23, 2003 April 4, 2003

Level 3 & 4: *Written agendas and minutes are available. Agendas reflect transition plans from jr. high/middle to high school.*

- Include agendas and minutes for each meeting in a documentation folder. Highlight minutes dealing with transition plans.

Level 3 & 4: *Curriculum and activities are coordinated from level to level.*

Example:

During our articulation meetings, we discuss and compare guidance curriculum, interest and personality tests and career exploration activities. This is a *brief* outline of our feeder system activities. This way we support each other's guidance curriculum needs.

6th grade: Interest Inventory, Personal Coat of Arms

7th grade: Learning Styles Survey, Introduction of Holland Codes

8th grade: You Profile, Career Futures

9th grade: Holland SDS, Choices

10th grade: EChoices

Collaboration K-12:

Level 3: *Programs within the feeder schools meet at least once per year and make relevant plans for student transition.*

Level 4: *Elementary counselors or representatives and secondary counselors meet at least twice yearly to plan for student transition.*

- Point out the minutes and agendas asked for under the “Secondary Coordination” indicator. Highlight minutes describing transition plans.
- Describe the jr. high/middle to high school transition process and your school's role in that process.

Example:

We articulate with our elementary schools several times a year. Once a year we sponsor a luncheon with the principals and sixth grade team leaders from these schools. We discuss incoming seventh graders, SEPs, upcoming registration concerns, and items discussed at the advisory committee meetings. Later the sixth grade students, teachers, and principals are invited to come to our school for an assembly and tour. While the students are touring the school, we meet with the teachers and principals. We also communicate regularly with the elementary schools due to the extensive involvement of the work-based learning coordinator who holds regular meeting with the cone schools.

Level 3: *The SEP/SEOP process and materials are coordinated with the immediate feeder schools.*

Level 4: *The SEP/SEOP process and materials are coordinated with district and school improvement goals.*

- Make sure the discussions regarding the SEP/SEOP process are included and highlighted in the minutes of the meetings.

Example:

The SEP and SEOP process and materials are reviewed during the feeder school meetings. At this time, we coordinate the information we receive from our elementary schools as well as pass on pertinent information regarding career goals and individual school plans to the high school. Under the direction of our comprehensive guidance steering and advisory committees as well as the school improvement team, we focus on improvement goals during SEOPs.

Level 3: *Individual student information to support responsive services is exchanged in a coordinated process.*

Level 4: *Individual student information to support responsive services and student success is exchanged in a coordinated process.*

- Describe your process for sharing responsive services information and your procedures for supporting student success.

Example:

During our 4th quarter's articulation meeting, we share specific information about students with special needs. This includes students we see regularly, students who have experienced some trauma during the year, and students who might be interested in continuing group work. When appropriate, we help the high school counselors obtain a FERPA for the following year.

Describe how the program has addressed recommendations from the last review:

- See previous program review and indicate any recommendations in this area and how they have been addressed in the past 3 years.

Example:

It was recommended that we increase our feeder system meeting frequency and that we add a coordinated process for sharing responsive services information. As a result, we meet quarterly and have incorporated individual responsive services information into one of the meetings. (See documentation folder marked STANDARD V.)

Describe new program goals:

Example:

Since our elementary schools don't have counselors, we have to rely on the principal and 6th grade team leaders for articulation of student needs. This is adequate, but we hope to devote more time to Comprehensive Guidance training with our elementary cone.

Improvement Plan Component:

Example:

Component #4: "Students will be provided with instruction and role models which encourage healthy life choices."

Our efforts in maintaining consistent interschool communication will help us achieve our goal of helping our students become healthy individuals.